



Statewide Framework Document for: 150613

Standards may be added to this document prior to submission, but may not be removed from the framework to meet state credit equivalency requirement. The equivalency material is either embedded organically into the curriculum or called out through worksheets, activities, projects and standard assessments. Credit equivalency options are designed for Skills Centers (540 hours) or a two year or block period high schools (360 hours). Performance assessments may be developed at the local level. In order to earn state approval, performance assessments must be submitted within this framework.

This course is eligible for 1 credit of 11th or 12th ELA.

Washington English Language Arts Standards ([Common Core State Standards](#)) define and support general, cross-disciplinary literacy expectations. Instruction in reading, reading-information text, writing, speaking, listening, language and ELA literacy in science and technical subject are applied from the 11th-12th grade bands. While it is important to develop a conceptual understanding of ELA topics, teachers, should also focus on the application of English language arts and literacy to career fields to support the [three \(3\) key shifts of CCSS](#). Additional information can be found under [Resources](#).

Core Template		
Course:		Total Framework Hours up to: 540
CIP Code: 150613	<input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory	Date Last Modified: 01/28/2016
Career Cluster: Manufacturing		Cluster Pathway: Manufacturing Production Process Development
Resources Used: Aerospace Joint Apprenticeship Committee (AJAC), American Society of Metals (ASM), Boeing, Federal Aviation Association (FAA), National STEM Consortium (NSC), Non-Destructive Resource Center (NDT), and other industry-accepted knowledge, skills and abilities (KSA).		

Unit 1: Materials Science	Hours: 140
Performance Assessments: Assessments will be formal and informal, written, verbal and practical: Lesson 1: <ul style="list-style-type: none"> • Handout: Scope and Sequence for Classifying Matter • Activity: General Comparison of Properties: Metals, Ceramics, Polymers Overhead • Introductory Activity – Oobleck • Activity: The Stuff of History • Lab: A Physical Challenge Lab – Can elements be classified by physical properties? • Lab: White Powder 	

- Lab: Materials ID
- Overheads/handouts: Classification of Materials
- Overheads/handouts: Types of Bonding
- Overheads/handouts: Types of Properties
- Handout: Materials ID Descriptions
- Student Booklet: Reading, Writing, and Activities

Lesson 2:

- Lab: Sulfur
- Lab: Rhombic Sulfur
- Lab: Amorphous Sulfur
- Activity 1: Copper Sulfate Demonstration (Growing single crystals)
- Activity 2: Phenyl Salicylate Demonstration
- Lab: Growing Silver Crystals
- Lab: Models of Crystals
- Activity: Iron Wire Demo
- Activity 3: Copper Wire Demonstration
- Lab: Heat – Treating Steel
- Lab: Heat Treating Iron
- Activity: Journaling
- Extra Activities: MAST Module Metals – Experiment 3 Processing Metals and Experiment 4 Tensile Strength Test for Various Metals
- Student Booklet: Reading, Writing, and Activities

Lesson 3:

- Lab: Metal Stations
 - Cost of a Penny
 - Brassing a Penny
 - Penny and Electricity (Rolling of a Penny)
- Lab: Reactivity of Metals
- Lab: Fruit Juice
- Lab: NACE Kit Labs
- Activity: Compression Ignition Demonstration
- Activity: Demonstration – Aluminum and HCl
- Activity: Aluminum Coating and Protection
- Student Booklet: Reading, Writing, and Activities

Lesson 4:

Module 1: Chemistry for Composites

Note: There are multiple activities and labs to choose from. Select which ones are appropriate for your class and where you have the equipment and supplies.

Addendum includes:

- Activity 1: Nylon Polymerization
- Activity 2: Match the Fabric to the Label

- Activity 3: Weaves
- Activity 4: Cardboard Laminate
- Lab: Honeycomb Panel
- Lab: Fiberglass Hand Layup
- Lab: Composite Panel Repair
- Lab: Foam Core Composites
- Lab: Wet Lay-Up
- Lab: Wet Lay-Up with Foam Core
- Lab: Wet Lay-Up in Mold
- Lab: Vacuum Bagging Wet Lay-Up
- Lab: Resin Infusion
- Lab: Vacuum Bagging PrePreg
- Lab: Vacuum Bagging PrePreg with Foam Core
- Lab: Vacuum Bagging PrePreg with Honeycomb
- Lab: Isotropic Panel (Clipboard), 2-Day Minimum

Module 2: Structure and Repair I

- Student Quiz

Module 3: Structure and Repair II

- Student Quiz

Leadership Alignment:

Leadership activities are embedded in curriculum and instruction and is exhibited through student projects (individual and group), activities, and class discussions.

Standards and Competencies

Student will be able to:

- Explain the importance of materials sciences.
- Apply basic chemistry to explain physical and chemical characteristics of the four categories of materials.
- Apply knowledge of materials science to explain materials choices in design.
- Use critical thinking to evaluate and apply appropriate materials choice for specific applications.
- Demonstrate practical reasoning, and hands-on/minds-on, problem-solving skills in designing, fabricating, and constructing projects during the course.
- Use writing to record observations, procedures, and experiments and as a tool for thinking, studying, and learning the subject matter.
- Define materials science and how it has changed through history.
- Classify matter.
- Summarize the spatial relationships found on the Periodic Table of Elements.
- Define types of structure, crystalline vs. amorphous.
- Define types of bonding.
- Identify types of properties.
- Relate properties to types of bonding.
- Describe through writing and discussion the basic properties of materials: mechanical, thermal, chemical, optical, and magnetic.
- Characterize materials on the basis of chemical bonding and crystal structure.
- Distinguish between crystal structure and crystal system.
- Describe the relationship between atomic radius and lattice parameter.
- Compare and contrast crystalline and amorphous structures.

- Provide examples of materials that change among amorphous and crystalline states.
- Describe the effect of crystal defects and imperfections in material properties.
- List several common materials used in the design and construction of structures.
- Define simple properties of materials, such as strength, flexibility, transparency.
- Select suitable materials for making a particular object based on their properties.
- Explain the advantages and disadvantages of common materials used in engineering structures.
- Distinguish between chemical and physical properties of a material.
- Differentiate between oxidation and reduction especially as they pertain to galvanic corrosion.
- Define thermal expansion.
- Evaluate the effects of thermal expansion on design considerations.
- Describe the response to force or stress using the terms: workability (malleability and ductility), brittleness, hardness, elasticity and plasticity, toughness and strength.
- Define mechanical properties: tensile strength, compression, fatigue, flexure, impact, torsion, hardness, and shear.
- Relate the physical characteristics of materials such as workability and brittleness to the mechanical properties such as tensile and compressive strength to impact design considerations.
- Describe composite materials.
- Explain the use of ancillary materials.
- Demonstrate basic fabrication techniques.
- Define fiber-reinforced composites.
- Discuss properties of composites.
- Recognize products made from fiber-reinforced composites.
- Explain the differences between polymers and composites.
- Explain the key differences between composites properties and metal properties.
- Calculate resin-fiber ratio.
- Fabricate a fiber reinforced composite part.
- Demonstrate safe fabrication practices.
- Define and prevent resin migration and materials contamination.

<i>Aligned Washington State Standards for 11-12 Grade</i>	
<i>CCSS English Language Arts: Informational Text</i>	
4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
<i>CCSS English Language Arts: Writing</i>	

2.	<u>Text Types and Purposes</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
3.	<u>Text Types and Purposes</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CCSS English Language Art: <i>Speaking & Listening</i>	
1a.	<u>Comprehension and Collaboration</u> -Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.
1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data
CCSS English Language Arts: <i>Language</i>	
1.	<u>Conventions of Standard English</u> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
2a.	Observe hyphenation conventions.
2b.	Spell correctly.
4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i> , choosing flexibly from a range of strategies.
4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CCSS English Language Arts: <i>Social Studies and Science & Technical Subjects</i>	
RH 1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
RH 2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RH 7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
RH 9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RST 3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
RST 4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11-12 texts and topics</i> .
RST 7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
RST 8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
RST 9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Educational Technology

Unit Wide	<p>1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.</p> <p>1.2.1 Communicate and collaborate to learn with others.</p> <p>1.3 Investigate and think critically: Research, manage and evaluate information and solve problems using digital tools and resources.</p> <p>1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results.</p> <p>2.1.1 Practice personal safety.</p> <p>2.1.2 Practice ethical and respectful behavior.</p> <p>2.4.1 Formulate and synthesize new knowledge.</p>
-----------	--

CCSS Math

--	--

Health and Fitness

Unit Wide	<p>1.1 The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.</p> <p>1.2.1 Applies how to perform activities and tasks safely and appropriately.</p> <p>1.4.2 Analyzes components of skill-related fitness as related to careers/occupations/recreation.</p> <p>3. The student analyzes and evaluates the impact of real-life influences on health.</p> <p>3.1.2 Analyzes how environmental factors affect health.</p> <p>3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices.</p>
-----------	--

Social Studies

--	--

Art

--	--

Science

--	--

Performance Assessment(s):

Assessments will be formal and informal, written, verbal and practical:

Lesson 1:

- Hand Tools ID Activity

Lesson 2:

- Class Discussion

Lesson 3:

- Power Shop Equipment Test

Leadership Alignment:

Leadership activities are embedded in curriculum and instruction and is exhibited through student projects, activities, and class discussions.

Standards and Competencies

- Articulate tool use hazards and main causes for hand tool mishaps.
- List the workplace tasks that require hand tools to accomplish.
- Describe and select the appropriate hand tool to accomplish a particular workplace task.
- Distinguish between tools that are similar in appearance, stating the commonly used terms for each tool and normal routine application.
- Explain basic techniques and proper use of hand tools.
- Identify and use equipment and tools for manufacturing.
- Use portable power hand tools, including pistol grip drill motor, rivet gun, ratchet wrench, Microstop Countersink Cage, Lockbolt Puller, and Hi-Lok Ratchet Wrench, Nut Runner and Torque Wrench appropriately and safely.
- Interpret a drawing to lay out a job, including the placement of holes, and selection of appropriate tools and fasteners to perform the job.
- Use gages appropriately.
- Install Lockwire.
- Complete the job, per drawing specifications, in accord with the Instructor's performance criteria.
- Articulate general safety hazards associated with the operation of installed power shop equipment.
- List workplace tasks or functions that require power shop equipment to accomplish.
- Describe and select the appropriate power equipment to accomplish a particular workplace function.
- Explain the potential hazards of each individual power shop machine.
- List and point to the safety controls used for each power shop machine and items to inspect prior to use.
- Specify the features and major components of each shop machine in this Unit.
- Explain basic techniques and proper use of common power shop equipment and machinery, including the drill press, disk sander, belt sander, pedestal grinder, band saw, and the manual foot shear.

Aligned Washington State Standards**CCSS English/Language Arts: Reading-Informational Text**

3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS English/Language Arts: <i>Writing</i>	
2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
2A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
2C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
2D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CCSS English Language Arts: <i>Speaking & Listening</i>	
1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
1.c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
CCSS English Language Arts: <i>Language</i>	
4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i> , choosing flexibly from a range of strategies
4A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
4B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i> , <i>conception</i> , <i>conceivable</i>).
4C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
4D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a

	dictionary).
6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CCSS English Language Arts: Science and Technical Subjects	
11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	
11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11-12 texts and topics</i> .	
11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	
11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	
11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	
Educational Technology	
Unit Wide	1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. 1.2.1 Communicate and collaborate to learn with others. 1.3 Investigate and think critically: Research, manage and evaluate information and solve problems using digital tools and resources. 1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results. 2.1.1 Practice personal safety. 2.1.2 Practice ethical and respectful behavior. 2.4.1 Formulate and synthesize new knowledge
CCSS Math	
Health & Fitness	
Unit Wide	1. The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition. 1.2.1 Applies how to perform activities and tasks safely and appropriately. 1.4.2 Analyzes components of skill-related fitness as related to careers/occupations/recreation. 3. The student analyzes and evaluates the impact of real-life influences on health. 3.1.2 Analyzes how environmental factors affect health. 3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices.
Social Studies	
Art	
Science	

Unit 3: Safety		Hours: 20
COMPONENTS AND ASSESSMENTS		
<p>Performance Assessments: Assessments will be formal and informal, written, verbal and practical: Lesson 1:</p> <ul style="list-style-type: none"> Math Worksheet: Interpreting Occupational Injury and Illness Data Test <p>Lesson 2:</p> <ul style="list-style-type: none"> Tombstone Project 		
<p>Leadership Alignment: Leadership activities are embedded in curriculum and instruction and is exhibited through student projects, activities, and class discussions.</p>		
Standards and Competencies		
<ul style="list-style-type: none"> Student will be able to describe EHS programs Student will be able to practice HazCom Student will be able to practice Ergonomics Student will be able to describe regulations Student will be able to model Human Factors Student will be able to practice SOP Student will be able to demonstrate and use PPE Student will be able to identify lockout/tagout Student will be able to practice hand powertool safety Student will be able to practice industrial housekeeping Student will be able to practice environmental safety Demonstrate safe practices, including choice of proper PPE, in the use of hand tools such as punch, files, deburring tools, shear, and brake. Demonstrate safe practices, including choice of proper PPE, in the use of hand held power tools such as drills. Demonstrate safe practices in the use of floor-mounted horizontal band saw and drill press. Locate, select, and interpret Material Safety Data Sheets (MSDS) for various materials called out in a project. Explain SOPs of the school laboratory. Evaluate a situation and design a safety alternative accounting for a range of constraints. Appropriately document the use of materials and manufacture of a project consistent with institution policy Quality Management System (QMS). 		
Aligned Washington State Standards		
CCSS English/Language Arts: Reading		
	<p><u>Integration of Knowledge and Ideas</u> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	

CCSS English Language Arts: <i>Writing</i>	
2.	<u>Text Types and Purposes</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
	<u>Range of Writing</u> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CCSS English Language Arts: <i>Speaking & Listening</i>	
1a.	<u>Comprehension and Collaboration</u> Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.
CCSS English Language Arts: <i>Language</i>	
1.	<u>Conventions of Standard English</u> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a.	Observe hyphenation conventions.
b.	Spell correctly.
Educational Technology	
Unit Wide	1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. 1.2.1 Communicate and collaborate to learn with others. 1.3 Investigate and think critically: Research, manage and evaluate information and solve problems using digital tools and resources. 1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results. 2.1.1 Practice personal safety. 2.1.2 Practice ethical and respectful behavior. 2.4.1 Formulate and synthesize new knowledge.
CCSS Math	
Health & Fitness	
Unit Wide	1. The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition. 1.2.1 Applies how to perform activities and tasks safely and appropriately. 1.4.2 Analyzes components of skill-related fitness as related to careers/occupations/recreation. 3. The student analyzes and evaluates the impact of real-life influences on health. 3.1.2 Analyzes how environmental factors affect health. 3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices.
Social Studies	

Art	
Science	

Unit 4: Standard Operating Procedures		Hours: 20
COMPONENTS AND ASSESSMENTS		
Performance Assessments: Assessments will be formal and informal, written, verbal and practical: Lesson 1: <ul style="list-style-type: none">Math Worksheet: Late to WorkStudent Booklet: Readings, Questions, Assignments and Activities		
Leadership Alignment: Leadership activities are embedded in curriculum and instruction and is exhibited through student projects, activities, and class discussions.		
Standards and Competencies		
Standard/Unit: <ul style="list-style-type: none">Define QMS.Describe the “enterprise level” of QMS.Explain the hierarchy of a manufacturing production order.Identify and document a standardized process in their environment.Demonstrate knowledge of SOP.Evaluate and design revisions required for increase/effective the enterprise QMS.Define Root Cause Analysis in fundamental terms.		
Aligned Washington State Standards		
CCSS English Language Arts: <i>Reading</i>		
	<u>Integration of Knowledge and Ideas</u> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	
CCSS English Language Arts: <i>Writing</i>		
2.	<u>Text Types and Purposes</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	
2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance	

	of the topic).
	<u>Range of Writing</u> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CCSS English Language Arts: <i>Speaking & Listening</i>	
1a.	<u>Comprehension and Collaboration</u> Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.
CCSS English Language Arts: <i>Language</i>	
1.	<u>Conventions of Standard English</u> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a.	Observe hyphenation conventions.
b.	Spell correctly.
Educational Technology	
Unit Wide	1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. 1.2.1 Communicate and collaborate to learn with others. 1.3 Investigate and think critically: Research, manage and evaluate information and solve problems using digital tools and resources. 1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results. 2.1.1 Practice personal safety. 2.1.2 Practice ethical and respectful behavior. 2.4.1 Formulate and synthesize new knowledge.
CCSS Math	
Health & Fitness	
Social Studies	
Art	
Science	

Unit 5: Precision Measurement	Hours: 20
COMPONENTS AND ASSESSMENTS	

Performance Assessment(s):

Assessments will be formal and informal, written, verbal and practical:

Lesson 1:

- Math Worksheet: Solving for Radical Solutions
- Student Booklet: Semi-Precision Measurement:
 - Using a Scale
 - Reading a Scale

Lesson 2:

- Student Booklet: Geometric Dimensioning & Tolerancing

Lesson 3

- Worksheets 1 and 2: Reading a Micrometer
- Lab Activity: Practicing Precision Measurement
- Exam: Measurement covers Lessons 1, 2, and 3
- Student Booklet: Precision Measurement
 - 6-Inch Dial Calipers
 - Micrometers
 - Ball Gages

Leadership Alignment:

Leadership activities are embedded in curriculum and instruction and is exhibited through student projects, activities, and class discussions.

Standards and Competencies

Student will be able to:

- Define Semi-Precision Measurement and identify units used.
- Explain the care and handling procedures of semi-precision measurement tools.
- Read a 1/64th English Rule (machinist's scale).
- Identify the Geometric Dimensioning and Tolerancing (GD&T) symbols that represent specific tolerances.
- Read a Feature Control Frame
- Define Precision Measurement and units used.
- Explain care and handling procedures of Precision Measurement tools, and the need and procedure for calibration.
- Identify the parts and read a caliper (Vernier and/or dial).
- Identify the parts, and read an outside Micrometer.

Aligned Washington State Standards**CCSS English Language Arts: Reading-Informational Text****11-12.4**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and

	refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS English Language Arts: <i>Writing</i>	
11-12.2	<u>Text Type and Purposes:</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
11-12.6	<u>Production and Distribution of Writing:</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
11-12.8	<u>Research to Build and Present Knowledge</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CCSS English/Language Arts: <i>Speaking & Listening</i>	
11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
11-12.2	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
11-12.1D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CCSS English/Language Arts: <i>Language</i>	
Educational Technology	
Unit Wide	1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. 1.2.1 Communicate and collaborate to learn with others. 1.3 Investigate and think critically: Research, manage and evaluate information and solve problems using digital tools and resources. 1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results. 2.1.1 Practice personal safety. 2.1.2 Practice ethical and respectful behavior. 2.4.1 Formulate and synthesize new knowledge.
CCSS Math	

Health & Fitness	
Social Studies	
Art	
Science	

Unit 6: Fasteners	Hours: 10
Performance Assessment(s): Assessments will be formal and informal, written, verbal and practical: Lesson 1 <ul style="list-style-type: none"> Worksheet - Thread Measurement: Three Wire Method Practice Review Quiz Nut & Bolt Installation Activity Lesson 2 <ul style="list-style-type: none"> Practice Review Quiz Permanent Fastener Installation Activity 	
Leadership Alignment: Leadership activities are embedded in curriculum and instruction and is exhibited through student projects, activities, and class discussions.	
Standards and Competencies	
Student will be able to: <ul style="list-style-type: none"> Identify the components of a fastening system using nuts & bolts Indicate and describe the standard features of bolts and nuts Specify the materials from which bolts & nuts are made Identify protruding bolt head style Summarize the use of lubricants and locking devices with nuts & bolts Distinguish between sheer and tension as types of stress/load on installed bolts List the four forces acting on installed bolts Explain the significance of measuring KSI Tensile strength and KSI Shear Strength Use a Grip Scale to verify bolt length Measure interior diameter of a drilled hole using a hole gage and micrometer Demonstrate the normal installation of bolts Categorize torque wrench types 	

- Properly operate a torque wrench
- Identify the components of a fastening system using hex-drive fasteners and lockbolts.
- Indicate and describe the standard features of hex-drive fasteners and lockbolts.
- Distinguish between Hi-Lite and Hi-Lok fasteners and explain the different uses for which they may be installed.
- Using a power drill motor, socket and hex drive wrench, demonstrate the normal installation of hex-drive fasteners such as Hi-Lites and Hi-Loks.
- Distinguish protruding head from flush head fasteners.
- Explain the limitations and normal use of washers when installing fasteners on aircraft.
- Summarize inspection checks done after fastener installation.
- Demonstrate the proper removal of hex drive fasteners.
- Point out features of lockbolts, explaining how they are used to securely fasten parts or sheets of material together.
- State the safety considerations when using a lockbolt puller.
- Describe or demonstrate normal procedures for installation of lockbolt fasteners.
- Distinguish lockbolt installations that are acceptable from those that are unacceptable.

Aligned Washington State Standards

CCSS English/Language Arts: Reading

11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS English/Language Arts: Writing

11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS English/Language Arts: Speaking & Listening

11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10)
11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS English/Language Arts: <i>Language</i>	
11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i> , choosing flexibly from a range of strategies.
11-12.4A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
11-12.4B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).
11-12.4C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
11-12.4D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
Educational Technology	
Unit Wide	1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. 1.2.1 Communicate and collaborate to learn with others. 1.3 Investigate and think critically: Research, manage and evaluate information and solve problems using digital tools and resources. 1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results. 2.1.1 Practice personal safety. 2.1.2 Practice ethical and respectful behavior. 2.4.1 Formulate and synthesize new knowledge.
CCSS Math	
Health & Fitness	
Unit Wide	1.1 The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition. 1.2.1 Applies how to perform activities and tasks safely and appropriately. 1.4.2 Analyzes components of skill-related fitness as related to careers/occupations/recreation. 3.1.2 Analyzes how environmental factors affect health. 3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices.
Social Studies	
Art	
Science	

Performance Assessment(s):

Assessments will be formal and informal, written, verbal and practical.

Lesson 1:

- Worksheet: Keep Batch or Not? Standard Deviation
- Practice Review Quiz

Lesson 2:

- Practice Review Quiz
- Practical Drilling Activity

Leadership Alignment:

Leadership activities are embedded in curriculum and instruction and is exhibited through student projects, activities, and class discussions.

Standards and Competencies

Student will be able to:

- Identify the characteristics of a properly drilled hole in aluminum in accordance with specifications and industry standards.
- State the importance of creating quality holes in aluminum structure.
- State the qualities of a properly drilled and accurate hole.
- Identify proper drilling equipment (Size, Type and Speed) required for drilling.
- Convert available fractional drill sizes to the required decimal equivalent drill bit needed, using the decimal equivalency card.
- Correctly select the drill guide for the drill bit being used.
- Define and explain the function to the component parts of a counter sink.
- Identify countersink cutters.
- Set a stop countersink for a specific fastener hole location.
- Identify the correct deburring / chamfering tool.
- Provide definition and function to the acceptable and preferred deburring tools.
- Define fastener relief requirements.
- Identify proper drilling equipment (Size, Type and Speed) required for drilling.
- Convert available fractional drill sizes to the required decimal equivalent drill bit needed for a task, using the decimal equivalency card to convert.
- Correctly select the appropriate drill guide for the drill bit being used.
- Set-up a stop countersink for a specific fastener hole location.
- Select and apply the correct deburring / chamfering tool.
- Identify and wear Personal Protection Equipment (PPE) and safe drilling apparel.
- Demonstrate proper drill motor ergonomics while drilling fastener holes in aluminum structures.
- Drill holes in Aluminum that meet quality requirements.

Aligned Washington State Standards

CCSS English/Language Arts: Reading

CCSS English/Language Arts: <i>Writing</i>	
CCSS English/Language Arts: <i>Speaking & Listening</i>	
CCSS English/Language Arts: <i>Language</i>	
Educational Technology	
Unit Wide	1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. 1.2.1 Communicate and collaborate to learn with others. 1.3 Investigate and think critically: Research, manage and evaluate information and solve problems using digital tools and resources. 1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results. 2.1.1 Practice personal safety. 2.1.2 Practice ethical and respectful behavior. 2.4.1 Formulate and synthesize new knowledge.
CCSS Math	
Health & Fitness	
Unit Wide	1.1 The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition. 1.2.1 Applies how to perform activities and tasks safely and appropriately. 1.4.2 Analyzes components of skill-related fitness as related to careers/occupations/recreation. 3.1.2 Analyzes how environmental factors affect health. 3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices.
Social Studies	
Art	
Science	

Unit 8: Cutting & Grinding	Hours: 20
Performance Assessment(s): Assessments will be formal and informal, written, verbal and practical. Lesson 1: <ul style="list-style-type: none"> Lab Project: Making a Star Lesson 2: <ul style="list-style-type: none"> Lab Project: Square Up a Block, Including Trammig Booklet includes: <ul style="list-style-type: none"> Worksheet: Calculating the RPM for Milling Machines Worksheet: Feed Rate 	

- Worksheet: Identify Parts of Milling Machine
- Notes and Worksheet: Cartesian Plane Practice

Lesson 3:

- Lab Project: Lathe Component

Lesson 4:

- Cutting & Grinding Quiz
- Lab Project: Surface Grinding Project

Leadership Alignment:

Leadership activities are embedded in curriculum and instruction and is exhibited through student projects, activities, and class discussions.

Standards and Competencies

Student will be able to:

- Adhere to machine shop safety guidelines.
- Demonstrate knowledge of sawing vocabulary.
- Select the appropriate cutting tool.
- Compare and contrast horizontal and vertical band saws.
- Demonstrate safety guidelines specific to horizontal and vertical band saws.
- Apply their knowledge of band saws with a hands-on project.
- Understand the primary uses and benefits of a milling machine.
- Calculate the RPM and Feed Rate of a milling machine.
- Draw and model plotting on the Cartesian 2-D and 3-D planes.
- Critically examine the factors to consider before using a milling machine.
- Demonstrate knowledge of the safety SOP's of a milling machine.
- List the parts of a milling machine.
- Build a project using a milling machine.
- Describe the features of an engine lathe.
- Identify the primary uses of a lathe.
- Describe a lathe's operating procedure.
- Demonstrate knowledge of the safety SOP's of a lathe.
- Use appropriate tooling to produce the project part.
- Explain the primary uses of a surface grinder.
- Demonstrate knowledge on how surface grinders work.
- Exhibit awareness of how to select the appropriate grinding wheel for a workpiece.
- Describe the SOP's of a surface grinder.
- Apply their knowledge of a surface grinder machine by grinding a part (assuming a surface grinder is available).

Aligned Washington State Standards

CCSS English/Language Arts: Reading

CCSS English/Language Arts: <i>Writing</i>	
CCSS English/Language Arts: <i>Speaking & Listening</i>	
CCSS English/Language Arts: <i>Language</i>	
Educational Technology	
Unit Wide	1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. 1.2.1 Communicate and collaborate to learn with others. 1.3 Investigate and think critically: Research, manage and evaluate information and solve problems using digital tools and resources. 1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results. 2.1.1 Practice personal safety. 2.1.2 Practice ethical and respectful behavior. 2.4.1 Formulate and synthesize new knowledge.
CCSS Math	
Health & Fitness	
Unit Wide	1.1 The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition. 1.2.1 Applies how to perform activities and tasks safely and appropriately. 1.4.2 Analyzes components of skill-related fitness as related to careers/occupations/recreation. 3.1.2 Analyzes how environmental factors affect health. 3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices.
Social Studies	
Art	
Science	

Unit 9: Riveting	Hours: 10
Performance Assessment(s): Assessments will be formal and informal, written, verbal and practical. Lesson 1: <ul style="list-style-type: none"> Practice Review Lesson 2: <ul style="list-style-type: none"> Riveting Installation Activity 	

- Riveting Project Questions
- Worksheet: Rivets – What’s the Chance?

Leadership Alignment:

Leadership activities are embedded in curriculum and instruction and is exhibited through student projects, activities, and class discussions.

Standards and Competencies

Student will be able to:

- Understand basic rivet gun usage and rivet die selection.
- Identify and describe the features of solid shank rivets.
- Distinguish between the two most common types of rivet heads.
- Demonstrate how rivet length is measured with a grip gage.
- Apply knowledge to select and use the appropriate bucking bar for a particular rivet installation.
- Specify the rivet removal process and when it might be required.
- Explain how to rivet parts together permanently using a rivet gun and bucking bar.
- Classify rivet installations as acceptable or unacceptable according to industry standards.
- Measure and lay-up a sheet metal project.
- Drill holes at correct points.
- Operate an automatic hole punch.
- Operate a Throatless shear.
- Operate a box brake to bend sheet metal.
- Assemble parts using Cleco fasteners.
- Rivet parts together permanently using a rivet gun and bucking bar.

Aligned Washington State Standards

CCSS English/Language Arts: Reading

CCSS English/Language Arts: Writing

CCSS English/Language Arts: Speaking & Listening

CCSS English/Language Arts: Language

Educational Technology

Unit Wide	1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.
	1.2.1 Communicate and collaborate to learn with others.
	1.3 Investigate and think critically: Research, manage and evaluate information and solve problems using digital tools and resources.
	1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results.

	2.1.1 Practice personal safety. 2.1.2 Practice ethical and respectful behavior. 2.4.1 Formulate and synthesize new knowledge.
CCSS Math	
Health & Fitness	
Unit Wide	1.1 The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition. 1.2.1 Applies how to perform activities and tasks safely and appropriately. 1.4.2 Analyzes components of skill-related fitness as related to careers/occupations/recreation. 3.1.2 Analyzes how environmental factors affect health. 3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices.
Social Studies	
Art	
Science	

Unit 10: Print Reading	Hours: 30
Performance Assessment(s): Assessments will be formal and informal, written, verbal and practical. Lesson 1: <ul style="list-style-type: none"> • PowerPoint Activities • Activities: Identifying Lines and Interpreting Drawings Lesson 2: <ul style="list-style-type: none"> • PowerPoint Activities • Activity: Orthographic View Drawing Worksheet #1: Drawing a Book • Activities: Creating Cutouts, Isometric and Orthographic Drawings of Cut-Outs, More Orthographic Drawings • Activity: Identifying Sectional Views Worksheet • Activity: Practice Review on Views • Activity: Lines and Symbols Worksheet Lesson 3: <ul style="list-style-type: none"> • Unit Project: Constructing and Drawing a Sliced Cube within Tolerance • Group Activity: Guessing Production Tolerance 	

Leadership Alignment:	
Leadership activities are embedded in curriculum and instruction and is exhibited through student projects, activities, and class discussions.	
Standards and Competencies	
Student will be able to: <ul style="list-style-type: none"> • Understand fundamental terminology related to prints and drawings. • Recognize drawing categories. • Apply drawing authorities. • Recognize and interpret the elements found on a picture sheet. • Locate the Title Block on a drawing and identify the name, purpose of a drawing, and other fields depicted. • Interpret geometric elements in a drawing. • Identify the Alphabet of Lines. • Interpret and construct isometric views. • Interpret and construct an orthographic view. • Identify types of views, including detail views, sectional views, auxiliary views, and be able to interpret cutting lines. • Interpret common drawing symbols used in industry. • Identify types of dimensioning: linear, progressive, typical, equally spaced, angles, arcs, cylinders, holes, size, location, baseline, and tabular. • Explain the purpose of tolerances. • Calculate decimal and fraction tolerances. • Identify classes of fits. • Construct a model within tolerance, given a drawing. 	

Aligned Washington State Standards	
CCSS English/Language Arts: <i>Reading</i>	
CCSS English/Language Arts: <i>Writing</i>	
CCSS English/Language Arts: <i>Speaking & Listening</i>	
CCSS English/Language Arts: <i>Language</i>	
Educational Technology	
Unit Wide	1.2.1 Communicate and collaborate to learn with others. 1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results. 2.1.1 Practice personal safety. 2.1.2 Practice ethical and respectful behavior.

	2.4.1 Formulate and synthesize new knowledge
CCSS Math	
Lesson 1	MP4: Model with mathematics. G-GMD Visualize relationships between two-dimensional and three-dimensional objects G-GMD.4 Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.
Health & Fitness	
Social Studies	
Art	
Science	

Unit 11: Applied Physics	Hours: 30
Performance Assessment(s): Assessments will be formal and informal, written, verbal and practical. Lesson 1: <ul style="list-style-type: none"> Worksheets 1 and 2: Mass/Weight/Gravity and Density/Mass/Volume Calculations Lab: Which is More Dense? Quiz Lesson 2: <ul style="list-style-type: none"> Worksheet: Vectors Quiz Lesson 3: <ul style="list-style-type: none"> Mechanical Advantage Try These (PowerPoint) Torque/Lever Activity (Addendum) Simple and Complex Machines Lab Activity (Addendum) Paper Airplane Contest (PowerPoint) Lesson 4: <ul style="list-style-type: none"> Dust-Off Activity: Measuring Temperature (embedded in PowerPoint) Worksheet: Converting BTU to ft-lb and vice versa (found in Addendum) Worksheet: Calculate Thermal Expansion (found in Addendum) Psi Activity (embedded in PowerPoint) 	

- Worksheet: Calculate Pressure (found in Addendum)
- Suction Cup Activity (embedded in PowerPoint)

Lesson 5:

- Worksheet: Gas Law Calculations (found in Booklet)
- Buoyancy Force 'Try These' (embedded in PowerPoint)
- Buoyancy Force Activity (found in Booklet)
- Worksheet: Physics Conversions (found in Booklet)

Lesson 6:

- Laser Article and Question (found in Booklet)
- Laser Level Activity (found in Booklet)
- Final Physics Exam (found in Addendum)

Leadership Alignment:

Leadership activities are embedded in curriculum and instruction and is exhibited through student projects, activities, and class discussions.

Standards and Competencies

Student will be able to:

- Define physics.
- Explain the relationship between matter and mass, and name the three states of matter.
- Define weight and gravity, and how weight relates to mass.
- Solve for weight, mass and gravity using the given formula(s) and using appropriate units.
- Define density and solve for density, mass, volume using the given formula(s) and using appropriate units.
- Define Specific Gravity, and calculate a Specific Gravity ratio given density or weight of an object.
- Define energy, and name the two types of energy in objects.
- Define force, work and power.
- Apply the appropriate English and Metric units to force, work and power.
- Describe the force of friction.
- Apply torque and identify its units.
- Convert between Horsepower and watts.
- Define machines and identify simple machines.
- Distinguish between different types of levers and inclined planes.
- Define mechanical advantage and calculate it using force/distance variables.
- Solve for mechanical work using effort and resistance variables.
- Define stress and its effects; define motion.
- Distinguish between speed and velocity; explain how they are related to acceleration.
- Define heat, its relation to kinetic energy, and its units in both English and Metric.
- List and describe forms of energy which can be converted to heat.
- Explain how heat is transferred and list three methods of heat transfer.
- Define Thermal Efficiency.
- Define Specific Heat and solve for Thermal Expansion.
- Define pressure, list different pressure gauges, and practice solving for psi.
- Define gas laws, and use them to solve for pressure, temperature or volume.

- Identify the various components of air.
- Explain wave phenomena.
- Define wave vocabulary, including units.
- Identify the classifications of waves.
- Explain the electromagnetic spectrum in terms of why some waves are visible and others are not visible by the naked eye.
- Learn how light waves are used in industry.
- Summarize how lasers work and their uses in industry.
- Paraphrase specific safety guidelines when working with lasers.
- Explain how density is dependent on temperature and pressure.
- Define buoyancy and determine if something will sink or float using the buoyancy formula.
- Calculate conversion problems.
- Explain wave phenomena.
- Define wave vocabulary, including units.
- Identify the classifications of waves.
- Explain the electromagnetic spectrum in terms of why some waves are visible and others are not visible by the naked eye.
- Learn how light waves are used in industry.
- Summarize how lasers work and their uses in industry.
- Paraphrase safety guidelines when working with lasers.
- Construct a measurement tool using lasers.

<i>Aligned Washington State Standards</i>	
CCSS English/Language Arts: <i>Reading</i>	
CCSS English/Language Arts: <i>Writing</i>	
CCSS English/Language Arts: <i>Speaking & Listening</i>	
CCSS English/Language Arts: <i>Language</i>	
Educational Technology	
Unit Wide	1.2.1 Communicate and collaborate to learn with others. 1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results. 2.1.1 Practice personal safety. 2.1.2 Practice ethical and respectful behavior. 2.4.1 Formulate and synthesize new knowledge
CCSS Math	
Health & Fitness	

Unit Wide	1.1 The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.
	1.2.1 Applies how to perform activities and tasks safely and appropriately.
	1.4.2 Analyzes components of skill-related fitness as related to careers/occupations/recreation.
	3.1.2 Analyzes how environmental factors affect health.
	3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices.
Social Studies	
Art	
Science	

Unit 12: Math for Industry	Hours: 30
Performance Assessment(s): Assessments will be formal and informal, written, verbal and practical. Lesson 1: <ul style="list-style-type: none"> Online Work: oli.cmu.edu STEM Readiness, Module 8: Triangles Lab Project: 'Designing a Footbridge with Trusses'. Lesson 2: <ul style="list-style-type: none"> Lab Project: 'Building a Footbridge with Trusses'. Lesson 3: <ul style="list-style-type: none"> Online Work: oli.cmu.edu STEM Readiness, Module 9: Cartesian Plane Lab Project: Testing Your Footbridge 	
Leadership Alignment: Leadership activities are embedded in curriculum and instruction and is exhibited through student projects, activities, and class discussions.	
Standards and Competencies	
Student will be able to: <ul style="list-style-type: none"> Identify and name an angle. Measure an angle using a protractor. Classify triangles by their angles as right, obtuse, or equilateral. Classify triangles by their sides as equilateral, isosceles, or scalene. Use the triangle angle sum theorem to determine the measure of an angle in a triangle. Determine the measure of an angle by applying the concept of complementary or supplementary angles. Identify corresponding sides and angles in similar triangles. Determine corresponding angles and sides of similar triangles, using proportions. 	

- Apply the Pythagorean Theorem to calculate the length of a side of a right triangle.
- Calculate all angles and sides of a right triangle using trigonometry.
- Visualize relationships between two-dimensional and three-dimensional objects.
- Apply geometric concepts in modeling situations.
- Reason quantitatively and use units to solve problems.
- Describe the layout and identify the quadrants of the Cartesian coordinate system.
- Given the point on a graph, determine the ordered pair.
- Given a point on a graph, recognize whether an ordered pair is an x or y intercept.
- Graph points on the coordinate plane given an ordered pair.
- Visually identify whether the slope of a line is positive, negative, zero or undefined.
- Given the coordinates of two points on a line, determine the slope.
- Given data modeling a situation, interpret its slope.
- Given the coordinate of two points on a line, determine its linear equation.
- Given a linear equation, graph a line on the coordinate plane.
- Calculate the midpoint between two points on a line.
- Calculate the distance between two points.
- Given points on a graph, determine a best fit line.

<i>Aligned Washington State Standards</i>	
CCSS English/Language Arts: <i>Reading</i>	
CCSS English/Language Arts: <i>Writing</i>	
CCSS English/Language Arts: <i>Speaking & Listening</i>	
CCSS English/Language Arts: <i>Language</i>	
Educational Technology	
Unit Wide	1.2.1 Communicate and collaborate to learn with others. 1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results. 2.1.1 Practice personal safety. 2.1.2 Practice ethical and respectful behavior. 2.4.1 Formulate and synthesize new knowledge
CCSS Math	
Health & Fitness	
Unit	1.1 The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Wide	1.2.1	Applies how to perform activities and tasks safely and appropriately.
	1.4.2	Analyzes components of skill-related fitness as related to careers/occupations/recreation.
	3.1.2	Analyzes how environmental factors affect health.
	3.1.3	Evaluates environmental risks associated with certain occupational, residential, and recreational choices.
Social Studies		
Art		
Science		

Unit 13: Rigging		Hours: 30
Performance Assessment(s): Assessments will be formal and informal, written, verbal and practical. Lesson 1: <ul style="list-style-type: none"> Load Characterization Activity Worksheets: <ul style="list-style-type: none"> Converting Dimensions Practicing Volume and Weight Center of Gravity Practice Review/Quiz Lesson 2: <ul style="list-style-type: none"> Knowledge Assessment Quiz Lesson 3: <ul style="list-style-type: none"> Knowledge Assessment Quiz Activity: Practice lift and movement of a load 		
Leadership Alignment: Leadership activities are embedded in curriculum and instruction and is exhibited through student projects, activities, and class discussions.		
Standards and Competencies		
Student will be able to: <ul style="list-style-type: none"> Refer to the ANSI/ASME standards that are observed regarding lifting and moving loads List, explain and answer the four questions that must be asked before planning a lift or move. Given a set of circumstances, predict whether a proposed load movement would be classified as a critical lift, pre-engineered lift, or ordinary lift. State the four major steps in planning a move, including two elements of what to look for in each step. Apply elements of an ordinary lift plan to an actual lift. Measure and determine the volume of a load. Convert measurements expressed in different units into common units. Calculate the weight of a load. Determine the Center of Gravity(C/G) for a symmetrical load. Determine the Center of Gravity (C/G) for an asymmetric load. 		

- Recall and describe the four major steps in planning a move.
- Recall and list the elements of an ordinary lift plan
- Identify types of rigging, describe their features, and explain uses & inspection criteria.
- Differentiate in detail between three examples of steel rigging and three examples of synthetic rigging
- Select and inspect rigging for an actual load lift and movement
- Distinguish between the various types of cranes, hoists and lifting devices encountered at a worksites
- Conduct a pre-operational crane or hoist inspection.
- Rig a load for lift and movement
- State and describe the last of the four major steps in planning a move.
- Rig a load.
- Perform hand signals to direct the load movement.
- Lift and move a load safely using a hoist, or crane if available.

Aligned Washington State Standards	
CCSS English/Language Arts: <i>Reading</i>	
CCSS English/Language Arts: <i>Writing</i>	
CCSS English/Language Arts: <i>Speaking & Listening</i>	
CCSS English/Language Arts: <i>Language</i>	
Educational Technology	
Unit Wide	1.2.1 Communicate and collaborate to learn with others. 1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results. 2.1.1 Practice personal safety. 2.1.2 Practice ethical and respectful behavior. 2.4.1 Formulate and synthesize new knowledge
CCSS Math	
Health & Fitness	
Unit Wide	1.1 The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition. 1.2.1 Applies how to perform activities and tasks safely and appropriately. 1.4.2 Analyzes components of skill-related fitness as related to careers/occupations/recreation. 3.1.2 Analyzes how environmental factors affect health. 3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices.
Social Studies	

	Art
	Science

Unit 14: Hydraulics and Pneumatics	Hours: 30
Performance Assessment(s): Assessments will be formal and informal, written, verbal and practical. Lesson 1: <ul style="list-style-type: none"> • Quiz: A hydraulics quiz is available (Addendum) • Worksheet 1: Pascal's Law Calculations (Booklet) • Worksheet 2: More Pascal's Law (Booklet) • Worksheet 3: More Formulas, More Practice (Booklet) • Reading and Journaling: How Hydraulic Machines Work by Marshall Brain (Booklet) Lesson 2: <ul style="list-style-type: none"> • Activity: Have students take apart some cheap air compressors to see how they work. • Activity: What Would It Cost to Set Up a Simple Pneumatic System? • Lab Activity: Tennis Balls Up in the Air 	
Leadership Alignment: Leadership activities are embedded in curriculum and instruction and is exhibited through student projects, activities, and class discussions.	
Standards and Competencies	
Student will be able to: <ul style="list-style-type: none"> • Explain the physics guiding hydraulics. • Calculate problems related to fluid power using Pascal's Law, Force, Work, and Power equations. • Identify the major historical events (and figures) behind the science of fluids. • Describe the advantages and disadvantages of fluid power. • Identify and explain the factors to consider when setting up a hydraulic system. • Define terminology common to hydraulics. • List the typical components of a basic hydraulics system. • Recognize the fluid power components from schematics. • Learn and practice safe handling procedures of hydraulics. • Apply the knowledge of hydraulics with a hands-on project. 	

<i>Aligned Washington State Standards</i>
<i>CCSS English/Language Arts: Reading</i>

CCSS English/Language Arts: <i>Writing</i>	
CCSS English/Language Arts: <i>Speaking & Listening</i>	
CCSS English/Language Arts: <i>Language</i>	
Educational Technology	
Unit Wide	1.2.1 Communicate and collaborate to learn with others. 1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results. 2.1.1 Practice personal safety. 2.1.2 Practice ethical and respectful behavior. 2.4.1 Formulate and synthesize new knowledge
CCSS Math	
Health & Fitness	
Unit Wide	1.1 The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition. 1.2.1 Applies how to perform activities and tasks safely and appropriately. 1.4.2 Analyzes components of skill-related fitness as related to careers/occupations/recreation. 3.1.2 Analyzes how environmental factors affect health. 3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices.
Social Studies	
Art	
Science	

Unit 15: Electrical	Hours: 35
Performance Assessment(s): Assessments will be formal and informal, written, verbal and practical. Lesson 1: <ul style="list-style-type: none"> Practice Review/Quiz Lesson 2: <ul style="list-style-type: none"> Practice Review/Quiz In-class activity: Visualizing a Magnetic Field Lesson 3:	

- Practice Review/Quiz

Lesson 4:

- Knowledge Assessment
- In-class activity: Creating a Basic Bread Board Electrical Circuit
- Math Worksheet
- Student Handout

Leadership Alignment:

Leadership activities are embedded in curriculum and instruction and is exhibited through student projects, activities, and class discussions.

Standards and Competencies

Student will be able to:

- Describe the basic structure of the atom.
- Define the term: Electron.
- Define the term: Proton.
- Define the term: Neutron.
- Define the term: Valence Shell.
- Define the term: Negative Ion.
- Explain the characteristics of insulators, semiconductors, and conductors.
- Describe how an atom becomes an ion.
- Explain the process of current flow.
- List the six sources of electricity and explain how they produce electrical pressure.
- List the requirements of an electrical circuit.
- Define voltage and its unit of measurement, then write the letter abbreviation for the unit.
- Define current and its unit of measurement, then write the letter abbreviation for the unit.
- Define resistance and its unit of measurement, then write the letter abbreviation for the unit.
- Define power and its unit of measurement, then write the letter abbreviation for the unit.
- Define conductance and its unit of measurement, then write the letter abbreviation for the unit.
- List the factors that determine resistance of wires, their current carrying capacity, and be able to size them.
- Describe the construction of various types of variable resistors and explain the applications they are used for.
- Describe the operation, terms and symbols of circuit protection devices.
- Identify standardized symbols used in schematic diagrams that represent various electronic components.
- Following a schematic diagram, assemble a simple electric circuit.
- Describe the relationships of current, voltage, and resistance.
- Use Ohm's Law equations to solve for electrical circuit values.
- Describe the importance of observing electrical safety.
- Describe the fundamental concepts of electricity.
- Describe grounding.
- Describe how different current levels affect the human body.
- Describe the ways in which electric shock can be received.
- List the steps that should be followed when treating an individual who receives an electric shock.
- Describe the causes and dangers of burns caused by electricity.
- Describe various practices that should be followed to prevent electrical hazards.
- Describe how certain types of electrical devices are engineered to prevent electrical hazardous conditions from occurring.

- Summarize the laws of magnetic attraction and repulsion.
- List the five characteristics of magnetic flux lines.
- Define magnetomotive force (MMF)
- Define magnetic flux.
- Define reluctance as a phenomenon regarding magnetism.
- Define permeability as a phenomenon regarding magnetism.
- Discuss residual magnetism and retentivity.

<i>Aligned Washington State Standards</i>	
CCSS English/Language Arts: <i>Reading</i>	
CCSS English/Language Arts: <i>Writing</i>	
CCSS English/Language Arts: <i>Speaking & Listening</i>	
CCSS English/Language Arts: <i>Language</i>	
Educational Technology	
Unit Wide	1.2.1 Communicate and collaborate to learn with others. 1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results. 2.1.1 Practice personal safety. 2.1.2 Practice ethical and respectful behavior. 2.4.1 Formulate and synthesize new knowledge
CCSS Math	
Health & Fitness	
Unit Wide	1.1 The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition. 1.2.1 Applies how to perform activities and tasks safely and appropriately. 1.4.2 Analyzes components of skill-related fitness as related to careers/occupations/recreation. 3.1.2 Analyzes how environmental factors affect health. 3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices.
Social Studies	
Art	
Science	

Unit 16: Soldering	Hours: 25
<p>Performance Assessment(s): Assessments will be formal and informal, written, verbal and practical.</p> <p>Lesson 1:</p> <ul style="list-style-type: none"> • Worksheet: Eutectic Functions (Addendum) • Practice Review Assessment <p>Lesson 2:</p> <ul style="list-style-type: none"> • Practice Review/Quiz • In-class activity # 1: Hand soldering wires to terminals <p>Lesson 3:</p> <ul style="list-style-type: none"> • Practice Review/Quiz • In-class activity # 2: Sweating Plumbing Connections 	
<p>Leadership Alignment: Leadership activities are embedded in curriculum and instruction and is exhibited through student projects, activities, and class discussions.</p>	
Standards and Competencies	
<p>Student will be able to:</p> <ul style="list-style-type: none"> • Define the process of soldering, distinguishing the difference between welding, brazing, and soldering • Apply safety precautions when soldering • Identify the base metal, solder and flux involved in a typical soldering task • Explain the role of capillary action in the soldering process • Distinguish between soft soldering, hard soldering and brazing, including differences in solder and temperatures required • Relate typical applications where soldering is used • List common solder alloys and sequence the ratios of common lead-tin alloy solders • Explain eutectic solder and the properties that make it unique • List the various forms of solder available and explain the applications in which each is used • Identify at least three weights and gauges of commonly available solder wire • Describe the purpose of flux and specify the differences between resin flux and acid flux • List the general steps involved in the soldering process • Describe soldering equipment and choose the best type for the assigned task • Use the solder code to identify the solder type. • Remove the wire insulation and Tin wires and components • Solder the required number of prepared wires to terminations • Rework discrepant soldered terminations • Measure and cut a length of copper pipe using a pipe cutter or hacksaw • Deburr and clean the base metal at the joint • Apply flux and heat copper piping for soldering • Solder a joint between two copper pipes according to industry standards • Clean excess flux from a soldered copper piping joint 	

--

Aligned Washington State Standards	
CCSS English/Language Arts: <i>Reading</i>	
CCSS English/Language Arts: <i>Writing</i>	
CCSS English/Language Arts: <i>Speaking & Listening</i>	
CCSS English/Language Arts: <i>Language</i>	
Educational Technology	
Unit Wide	1.2.1 Communicate and collaborate to learn with others. 1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results. 2.1.1 Practice personal safety. 2.1.2 Practice ethical and respectful behavior. 2.4.1 Formulate and synthesize new knowledge
CCSS Math	
Health & Fitness	
Unit Wide	1.1 The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition. 1.2.1 Applies how to perform activities and tasks safely and appropriately. 1.4.2 Analyzes components of skill-related fitness as related to careers/occupations/recreation. 3.1.2 Analyzes how environmental factors affect health. 3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices.
Social Studies	
Art	
Science	

Unit 17: Troubleshooting	Hours: 25
---------------------------------	------------------

Performance Assessment(s):

Assessments will be formal and informal, written, verbal and practical.

Lesson 1:

- Practice Review/Quiz
- In-class Activity: Online Research

Lesson 2:

- In-class Activity # 1: Troubleshooting Faulty Flashlights (Addendum)
- In-class Activity # 2: Statistical Process Control (Math Activity in Addendum))
- Knowledge Assessment Quiz (Addendum)

Lesson 3

- Practice Review/Quiz

Lesson 4

- In-class Activity: Troubleshooting Leaf Blowers

Leadership Alignment:

Leadership activities are embedded in curriculum and instruction and is exhibited through student projects, activities, and class discussions.

Standards and Competencies

Student will be able to:

- State the seven phases in logical troubleshooting in the proper sequence.
- Define in their own words each phase of the seven-phase troubleshooting process.
- State the advantages of using this logical troubleshooting process.
- Explain how to distinguish between intermittent symptoms and reproducible symptoms.
- Differentiate between symptom recognition and symptom elaboration.
- Evaluate the advantages of keeping a troubleshooting log.
- Describe the types of information that are normally recorded in a troubleshooting log.
- Articulate the questions that need to be asked during the troubleshooting tech's face-to-face interview with the operator.
- Describe the correct way to record operator speculation about the root cause problem.
- Distinguish between electrical schematics and wiring diagrams.
- Relate how a troubleshooter "brackets" or "traps" the problem by conducting a series of tests to progressively pin down the root cause within the smallest possible function, sub-assembly, area, circuit or component.
- Order the tests and checks logically, once the probable faulty functions have been listed.
- Specify the questions that must be answered to confirm that the problem and associated symptoms have been corrected.
- Recommend actions to prevent future problems.
- Research, design, create and prepare informal documents suitable for the workplace.
- Interact collaboratively with other students to complete the activity assignment.
- Design a usable, clear, accessible document to capture relevant information needed to reconstruct the troubleshooting process
- Evaluate their documents to be sure that the documents fulfill their purpose and to ensure that they can be revised if necessary.
- Evaluate a case study and identify the proper sequence of the seven phases in logical troubleshooting.
- Sequence and undertake each phase of the seven-phase troubleshooting process while conducting a hands-on troubleshooting activity.
- Record data, actions, assumptions, findings, tests, and results in a troubleshooting log.
- Predict a root cause based upon symptoms.
- Evaluate observations to determine the actual root cause of a faulty symptom.

- Interact collaboratively with other students to complete the activity assignment.
- Define the concept of Root Cause Analysis.
- List the steps for performing Root Cause Analysis.
- Explain what is meant in Root Cause Analysis by the term “defining the problem.”
- Describe ways that evidence and data are gathered for analysis.
- Summarize the various basic tools and methods available for performing root cause analysis.
- Compare and explain examples of the “Five Whys” technique.
- Apply the “Five Whys” technique to determine the root cause of a problem.
- Draw a blank example of a Fishbone/Ishikawa diagram.
- Explain how a Fishbone diagram allows troubleshooters to determine root causes and contributing factors that create a fault or symptom.
- Identify a Pareto chart and indicate the root causes displayed that have the biggest negative impact on quality or the manufacturing process.
- Recognize features of the Six Sigma approach and explain the acronym DAMAIC.
- Sequence and undertake each phase of the seven-phase troubleshooting process while conducting a hands-on troubleshooting activity on a multisystem machine (leaf blower).
- Record data, actions, assumptions, findings, tests, and results in a troubleshooting log.
- Predict a root cause based upon symptoms.
- Evaluate observations to determine the actual root cause of a faulty symptom.
- Determine corrective action to eliminate the root cause of the symptom.
- Interact collaboratively with other students to complete the activity assignment.

<i>Aligned Washington State Standards</i>	
CCSS English/Language Arts: <i>Reading</i>	
CCSS English/Language Arts: <i>Writing</i>	
CCSS English/Language Arts: <i>Speaking & Listening</i>	
CCSS English/Language Arts: <i>Language</i>	
Educational Technology	
Unit Wide	1.2.1 Communicate and collaborate to learn with others. 1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results. 2.1.1 Practice personal safety. 2.1.2 Practice ethical and respectful behavior. 2.4.1 Formulate and synthesize new knowledge
CCSS Math	
Health & Fitness	

Unit Wide	1.1 The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.
	1.2.1 Applies how to perform activities and tasks safely and appropriately.
	1.4.2 Analyzes components of skill-related fitness as related to careers/occupations/recreation.
	3.1.2 Analyzes how environmental factors affect health.
	3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices.
Social Studies	
Art	
Science	

Unit 18: Lean/Manufacturing Processes and Principles		Hours: 35
Performance Assessment(s): Assessments will be formal and informal, written, verbal and practical. Lesson 1: <ul style="list-style-type: none"> Article and Questions: ‘Castings vs. Foundry: What’s the Difference?’ by Brad Done Designing and Making Whistles Worksheet: Modeling Production Lesson 2: <ul style="list-style-type: none"> Reading: ‘Waste’ in Student Booklet, answer questions that follow. Reading: ‘The Value of Time’ in Student Booklet, answer questions that follow. Reading: ‘Team Evolution’ in Student Booklet, answer questions that follow. Marshmallow Game Four Cup Activity. 5S Game Lean Gummy Bears in Space Bottleneck Activity Quiz 		
Leadership Alignment: Leadership activities are embedded in curriculum and instruction and is exhibited through student projects, activities, and class discussions.		
Standards and Competencies		
Student will be able to: <ul style="list-style-type: none"> Compare and contrast making vs. manufacturing. Describe a brief history of manufacturing. Summarize manufacturing processes: Casting and Foundry, Forming and Metalworking, Machining, Joining and Assembly, Rapid Prototyping, Material Specific (plastics and ceramics) and Surface Treatment. 		

- Select which manufacturing process(es) to use according to the workpiece specifications.
- Classify manufacturing shops by their function(s).
- Explain how time and cost factor into the manufacturing process.
- Design and manufacture a whistle, simulating a job shop.
- Identify how Lean principles help companies compete in a global economy.
- Differentiate between value-added versus non value-added activities.
- Identify the eight wastes of Lean and how those wastes reduce an organization's profits, competitive edge and customer satisfaction.
- Associate Lean tools with their ability to reduce manufacturing defects.
- Compare and contrast traditional push and pull systems.
- Understand how Lean principles allow companies to move toward just-in-time production.
- Define Six Sigma and explain how it complements Lean.
- List each step of the Six Sigma DMAIC methodology.
- Utilize basic data analysis tools.
- Define the Theory of Constraints and how it is used to improve a bottleneck scenario.

<i>Aligned Washington State Standards</i>	
CCSS English/Language Arts: <i>Reading</i>	
CCSS English/Language Arts: <i>Writing</i>	
CCSS English/Language Arts: <i>Speaking & Listening</i>	
CCSS English/Language Arts: <i>Language</i>	
Educational Technology	
Unit Wide	1.2.1 Communicate and collaborate to learn with others. 1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results. 2.1.1 Practice personal safety. 2.1.2 Practice ethical and respectful behavior. 2.4.1 Formulate and synthesize new knowledge
CCSS Math	
Health & Fitness	
Unit Wide	1.1 The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition. 1.2.1 Applies how to perform activities and tasks safely and appropriately. 1.4.2 Analyzes components of skill-related fitness as related to careers/occupations/recreation. 3.1.2 Analyzes how environmental factors affect health. 3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices.

Social Studies	
Art	
Science	

The 21st Century Skills should be taught and assessed throughout the course. This table should be included at the end of this document.

21 st Century Skills		
Check those that students will demonstrate in this course:		
LEARNING & INNOVATION Creativity and Innovation <input checked="" type="checkbox"/> Think Creatively <input checked="" type="checkbox"/> Work Creatively with Others <input checked="" type="checkbox"/> Implement Innovations Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Reason Effectively <input checked="" type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgments and Decisions <input checked="" type="checkbox"/> Solve Problems Communication and Collaboration <input checked="" type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others	INFORMATION, MEDIA & TECHNOLOGY SKILLS Information Literacy <input checked="" type="checkbox"/> Access and /evaluate Information <input checked="" type="checkbox"/> Use and Manage Information Media Literacy <input type="checkbox"/> Analyze Media <input type="checkbox"/> Create Media Products Information, Communications and Technology (ICT Literacy) <input type="checkbox"/> Apply Technology Effectively	LIFE & CAREER SKILLS Flexibility and Adaptability <input checked="" type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible Initiative and Self-Direction <input checked="" type="checkbox"/> Manage Goals and Time <input checked="" type="checkbox"/> Work Independently <input checked="" type="checkbox"/> Be Self-Directed Learners Social and Cross-Cultural <input checked="" type="checkbox"/> Interact Effectively with Others <input checked="" type="checkbox"/> Work Effectively in Diverse Teams Productivity and Accountability <input checked="" type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results Leadership and Responsibility <input checked="" type="checkbox"/> Guide and Lead Others <input checked="" type="checkbox"/> Be Responsible to Others

YEAR 1 MATERIAL COMPLETE.